**Plants: Anatomy Growth and Function**

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| **The Question of Biofuels**  F1.1  AforL – formative feedback bias/logical arguments | Plant Mind Mapping  **Intro. Growth Lab**  F2.2, 2.4; A1.1,1.5  AasL – mind map  AforL – growth lab method check | Succession  F3.4, 3.5; A1.1, 1.11  AforL – teacher observation of group work | **Recent Research Introduction**  Computer Lab | **Begin Growth Lab**  F2.2, 2.4; A1.5  **Jack Pine Cones** F2.1, 3.5  Review Gymno/Angiosperms  AforL – Teacher checks for understanding as lab begins |
| Biodiversity  F3.4, 3.5 | Plant Reproduction  F2.4, 3.3 | Progress Check (Research/Growth Lab)  Introduction to Agriculture in Society  F1.2  AasL – Progress self-eval | **The History of Agriculture**  F1.2 | Quiz  Moncots/Dicots  F3.2, 3.3  AofL |
| Plant Tissues  F2.3, 3.1 | Transport  Exit Card  F2.3, 3.1  AforL—Exit card: 3 things learned; 3 questions I still have | Qualitative Tissue Lab  F2.3, 2.4, 3.1  AforL – formative feedback on in class work | **Transpiration Dry Lab**  F2.3, 3.1, 3.4  AofL – marked in-class lab | Work Period\* |
| **Growth Lab Work Period**  A1.6, 1.8, 1.10, 1.11  AasL – Students work together on lab results and analysis | **Presentations**\*\*  AofL  AasL—peer and self-assessments | Review | Test\*\*  AofL | Growth Lab Due\*\*  Begin Next Unit  AofL—Summative lab |

Unit Plan

\* Note: There should be a weekend between this work period and the presentation date

\*\*Note: These dates are somewhat flexible and would be agreed upon by the teacher and the students.